

Presidential Frontline Service Delivery Unit

FSD Mini-Case Study¹

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Case Study Title: Unlocking service delivery through leadership and empowerment: The case of Bachana Mokwena Primary School.

Purpose: The purpose of this document is to share a story about good leadership & management practices at the Bachana Mokwena Primary School. This case study will concentrate on five main strategic 'levers', which include:

- (i) leadership & empowerment;
- (ii) improvement and innovation;
- (iii) staff and stakeholder involvement;
- (iv) policy impact/norms and standards; and
- (v) operational systems.

Abbreviations:	FSDM	Frontline Service Delivery Monitoring
	DPME	Department of Performance Monitoring & Evaluation
	DoBE	Department of Basic Education
	OoP	Office of the Premier
	SGB	School Governing Body
	SMT	Senior Management Team
	LTSM	Learner, Teacher Support Material
	SBST	School Based Support Team
	SAPS	South African Police Service


Target Audience: Citizens (SGB & Pupils), Bachana Mokwena Primary School (SMT), Department of Basic Education, Office of the Premier (OoP) and DPME.

¹ This template has been prepared to serve as a guide for the development of thumbnail case studies or story sketches from projects of the FSDM Programme. The purpose of these "mini-case studies" is to document, in a standardized and accessible format, cases that highlight key innovations and practices in development programmes/ projects which offer relevant lessons for FSD practice. These mini-case studies are meant to provide readers with an easy-to-grasp-and-understand snapshot of a project, or components of a project, focusing on key learning points that contribute to future practice. Where possible, the mini-case studies should provide references to more detailed reports on the projects covered and to relevant resources for interested readers.

1 Basic Information

Name of the school	Bachana Mokwena Primary School
Township	Ga-Rankuwa (Mountain View – Zone 15)
Municipality	City of Tshwane (Tshwane West District)
Province	Gauteng Province
GPS Coordinates	S 25°33, 0043 E 27°59,0930
Type of school	Public School (Full Service) - Quintile 1

2 The Case Study Story

<p>Programme Summary:</p>	<p>The aim of frontline service delivery monitoring is to both affirm good performance and assist departments, municipalities and entities to improve service delivery points which are performing poorly. This is done by:</p> <ol style="list-style-type: none"> (i) Assessments of the state of frontline service delivery at the points of service delivery, through visits by officials from DPME and Offices of the Premiers, (ii) Verification of the progress with FSD at the points of service delivery, through visits by the Executive, (iii) Monitoring by citizens of the performance with frontline service delivery. Verify if government is meeting the expectations of the citizens, (iv) Assist DPME and Offices of the Premier to collect and analyse data on service delivery at local level and to identify where improvement initiatives should be targeted, (v) Enable DPME and Offices of the Premier and/or other relevant transversal or line function departments to facilitate or put in place interventions to address identified weaknesses, (vi) Identify good front line service delivery practice and develop learning networks, (vii) Outputs will be reports on quality of frontline service delivery (provided to management of relevant departments and municipalities and Cabinet and Executive Councils), (viii) Results should feed into initiatives to improve frontline service delivery monitoring process will also catalyse improvements in management of service delivery.
<p>Background / Context</p>	<p>An unannounced monitoring visit was conducted by FSDM on 23 May 2012 at Bachana Mokwena Primary School, by officials from the Office of Premier, as well as officials from the DPME in the Presidency.</p> <div style="text-align: center;">  <p><i>Arial photos of the School</i></p> </div> <p>Bachana Mokwena Primary School "is situated in Ga-Rankuwa township, north of Pretoria. It is a new school which was established on the 11th January 2006. In its early years, the current principal of the school organised furniture and other resources from parents in order to furnish the school. The school is a quintile one (1), which means that it is a No-Fee School. There is a high rate of unemployment in the area with about 90% of registered parents (of learners) in the school being unemployed and depending on social grants. Other problems in the area include a high rate of orphans, where most families are child headed. In some cases, learners are under the care of grandparents, aunts or uncles. The school is faced with other challenges such as overcrowding in classrooms, lack of sporting facilities/fields, and maintenance of the environment. The school has lost 13 learners since 2006, the majority of whom died under unexplainable circumstances that are beyond the control of the school.</p> <p>Despite the prevailing socio-economic environment in the area, the school has 19 classrooms bricks and mortar, 7 mobile classrooms and 4 Grade R classes (2 mobile classrooms and 2 bricks and mortar initiated by the school), two computer laboratories (one for the foundation phase and the other for</p>

intermediate and senior phases) and an administration block. There is a library and each class have a television set & a radio that are used as teaching aids. It is a full service school, which means that learners with barriers to learning are accommodated (e.g. Nutrition, transportation). The school has learner enrolment of ± 1047 (Grade R to Grade 7 learner enrolment), including 88 learners with barriers to learning, which are language learning disorder, central auditory processing disorders, speech therapy and eye sight. The school also have a food garden that assists the local community in the provision of vegetables for the destitute learners and for the school's feeding scheme. In addition, the school was rated Level 4 by Whole School Evaluation (done by the Department of Basic Education's Quality Assurance Directorate). Furthermore, its educators are nominated to lead various regional and national initiatives where they motivate other educators.

Leadership & Empowerment:

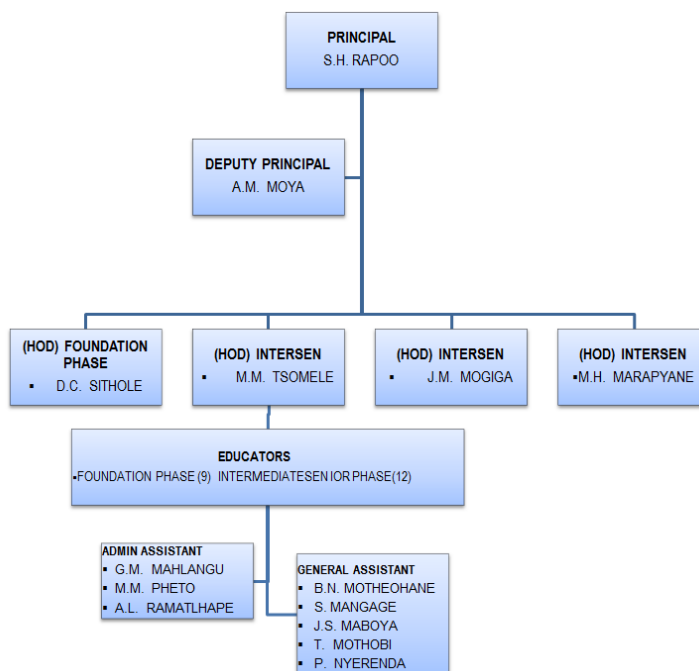
The five strategic levers are detailed below:

Leadership & Empowerment

The Principal and school management have exhibited great qualities of leadership and empowerment and this is seen in how the school is managed.

Ability to Delegate. *"The key to delegation is identifying the strengths of your team, and capitalising on them. Find out what each team member enjoys doing most. Chances are if they find that task more enjoyable, they will put more thought and effort behind it. This will not only prove to your team that you trust and believe in them, but will also free up your time to focus on the higher level tasks, that should not be delegated" Mr. Rapoo – School Principal.*

The school management are visible and hardworking, and has put in place various committees and teams to ensure the smooth running of the school and capacity building amongst staff members and SGB. For example, there are the Sports, Youth & Cultural, Environmental, Social Development, LTSM, SBST, SDT, and HIV & Aids committees.



Ability to Inspire: Everyone in the team is inspired to see the vision of the school accomplished and feels invested in the accomplishments of the school. Management has succeeded in generating enthusiasm for the hard work, by being there to inspire the team in focusing on the future goals, but also working on the current issues. School management does acknowledge everyone's dedicated and commends the team members on each of their efforts by having school awards. This has kept the spirits up, and has motivated the team to hard work.

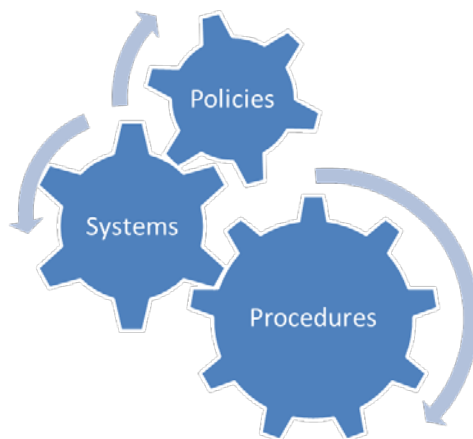
Commitment *"There is no greater motivation than seeing the Principal and his team in the trenches working alongside everyone else, showing that hard work is being done on every level" Member of the SGB Mr Makwela T. Chairperson.*

School Governing Body and School Management are leading by example by being committed to the

vision and their role, and have earned the respect of the team, but will also instill the same hardworking energy among other staff members.

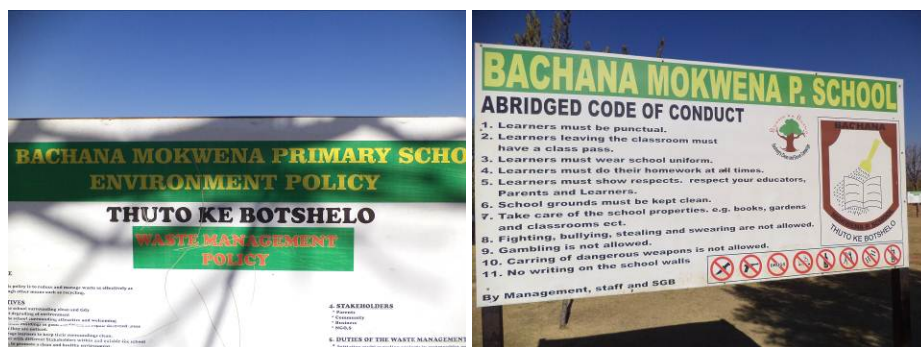
Operational Systems

The principal and management have put in place policies, procedures and systems to ensure that the school is run effectively and efficiently; namely: Admission, language, code of conduct for learners, classroom management, finance, HIV & Aids and religion policies. Procedures were also put in place to help with the operations of the school. All the stakeholders are aware of the existence and contents of these policies and procedures. On an annual basis, the school develops a detailed activity plan which services as a guide for the school's academic activities. There are monitoring systems for both educators and learners. Duty and supervisory rosters are available and implemented.



Improvements & Innovation

Signage is used to assist with the education of the learners and helps in creating awareness on waste management, water management, energy efficiency, safety issues, hygiene and also preservation of water resources. In order to further enhance innovation in the school, its SGB occasionally organises Letsema for cleaning the whole school environment.



“Whilst signage is a necessity for any school, don't underestimate its use and versatility as a medium of instruction” Mr. Moya – Deputy School Principal.

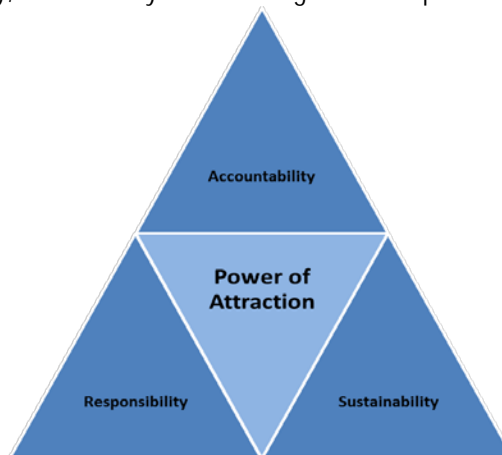
The school has a food garden with multiple benefits for students, teachers, school and communities. The garden complements the feeding scheme and as a support destitute learners within the community. It also provides educational benefits through offering, hands-on, experiential learning opportunities in a wide array of disciplines, including the natural and social sciences, maths, visual arts (e.g. through garden design and decoration), and nutrition. Environmental stewardship and connection with nature are also realised through gardening. Additional benefits are as follows:

1. Active learning and student engagement;
2. Student attention and class management; and
3. School pride



Stakeholder Involvement

The school has forged links with numerous international, national, community based organisations and businesses such as the SAPS, the local clinic, Rand Water, Colbyn Electrical, Wheel Underwriting, KFC, Sizwe & Impilo Foods, African Youth Outreach Project (USA), a twinning partnership with Shanghai Province, SVA electronics (PTY) Ltd, Universal Paper & Plastics and Von Willich & VRBA. The school also has a partnership with New York University, Dineo Dintle and the University of Limpopo (Medunsa Campus). The management of the school attributes the garnering of such a pool of partners and sponsors to what the school principal terms 'the power of attraction', which they argue is about accountability, responsibility, sustainability and nurturing relationships with stakeholders.



Law/Power of Attraction

It is the law that determines the complete order in the Universe, every moment of your life, and every single thing you experience in you're your life. It doesn't matter who you are or where you are, the law of attraction is forming your entire life experience, and this powerful law is doing that through your thoughts. You are the one who calls the law of attraction into action, and you do it through your thoughts. By Rhonda Byrne.

There are several key benefits of including stakeholders in decision-making processes in the school. Stakeholders have unique insight into issues. They can secure resources to assist the school with decisions or project. Involving stakeholders has build trust, which ultimately lead to increased consensus for the school projects and decisions. It has also increased transparency and lead to better decision making for the school.

	<p>Policy Impact & Norms and Standards</p> <p>Although the Department of Education is still in the process of developing norms and standards, from which schools can derive their unique norms and standards, Bachana Mokwena has developed its own standards from which to work (the basis of which are their various yet relevant policies).</p>
<p>Key lessons learned</p>	<p>Key lessons learned from the case.</p> <ol style="list-style-type: none"> 1. Participative leadership is pivotal in enhancing service delivery. 2. Accountability, responsibility and sustainability are the core ingredients for attracting partners. 3. Maintenance of school buildings is critical and the first step in ensuring excellence in service delivery. 4. Good Planning is pivotal in making an intervention to succeed. 5. Inter-Departmental and community collaboration is crucial. 6. Proper Project Management (proper monitoring/tracking of activities) can unlock service delivery concerns.

3 References

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<p>Further Reading:</p>	<p>Bachana Mokwena Primary School Improvement Plan Department of Education Gauteng Province - Whole-School Evaluation Report 2011 Progress Reports</p>

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